**Kindergarten**

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| **Standard 1:** Accesses information efficiently, resourcefully, and proficiently | |
| Benchmarks | |
| * 1. Begin to understand and apply knowledge of alphabetical arrangement.   2. Begin to understand that fiction books are grouped by author’s last name and non-fiction books are groups by subject and arranged in a numerical sequence (Dewey Decimal System).   3. Identify the various parts of a book: the cover, spine, spine label, title page, verso, table of contents, glossary, index and the body of a book.   4. With assistance, locate books on library shelves and browse to find books for pleasure reading and information needs.   5. Begin to understand that an online catalog is a searchable database that helps identify the location of resources in the library.   6. With assistance, use computer bookmarks to access the school library website online catalog.   7. Listen for oral and visual cues to gain knowledge; share knowledge and reading /information gathering experiences with others.   8. Begin to understand the relevancy of data and information in relation to the questions being asked.   9. Begin to use higher-order thinking skills (Bloom’s Taxonomy) to compare and contrast different sources.   10. Begin to use simple note-taking techniques to identify keywords and concepts.   11. Begin to understand how to work independently and in small groups to share data, information, and learning. | |
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| **Current projects: Kindergarten** | **Expansion: Kindergarten** |
| * Read-alouds * Book selection * Opinion worksheets (my favorite part of the book was…) | * Nursery tales: Tie in to new literacy unit in November * Opinion: Tie in more closely with literacy unit on opinion in May/June |
| **Common Core tie-in:** CC.K.W.8, CC.K.R.I.5, CC.K.R.I.8, CC.K.R.I.9, CC.K.R.I.10, CC.K.SL.1 | |
| **By the end of this year, students should be able to…**   * Identify the cover, spine, body, and title page of a book (1.3). * Find appropriate, interesting fiction or nonfiction books to check out (1.4). * Listen to a story or and share something they learned with a peer or teacher (1.7). * Compare and contrast stories or information from different sources (1.9). | |
| **Assessment options:**   * In-class or exit polling * Book selection * Thinking Maps or other charts | |

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| **Standard 2: Evaluates and uses data and information to create knowledge—critically and competently** | |
| Benchmarks | |
| 1. Distinguish between fiction and non-fiction resources. 2. With assistance, use and understand the differences among a variety of information resources to answer questions, including encyclopedias, atlases, thesauri, and almanacs, search engines, websites, databases, and dictionaries (both print and online). 3. Begin to develop essential questions, infer meaning, and predict outcomes in both fact and fiction resources. 4. Understand the role of author, illustrator, publisher, and copyright. 5. Begin to understand the concept of authorship as it applies to websites and other media formats. 6. Begin to self-reflect and assess learning with tools including rubrics. 7. With assistance, compare similar information from a website and a book. 8. Begin to use many different resources in a variety of formats – print, media, electronic – to find data and information, and to answer questions. | |
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| **Current projects: Kindergarten** | **Expansion: Kindergarten** |
| * Read-alouds (fiction and nonfiction) * Defining author and illustrator and pointing out this information on books | Introducing more online sources |
| **Common Core tie-in**: CC.K.R.I.6 , CC.K.W.8 | |
| **By the end of this year, students should be able to…**   * Say whether a resource is fiction or nonfiction and support their answer (2.1) * Describe the role of the author and illustrator (2.4) * Make a relevant prediction about a story (2.3) | |
| **Assessment options:**   * Polling class before or after read-alouds * SmartBoard sorting or matching games * Asking for predictions before and during read-alouds | |

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| **Standard 3: Understands and uses data and information ethically and legally.** | |
| Benchmarks | |
| 1. Begin to understand and abide by the computer Acceptable Use Policy and practice Internet safety and etiquette. 2. Begin to understand the concept of plagiarism and with assistance, practice verbally paraphrasing data and information found in resources. 3. Begin to understand the concept of intellectual property (copyright) as it applies to print and electronic resources. 4. With assistance, construct simple citations of resources. | |
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| **Current projects: Kindergarten** | **Expansion: Kindergarten** |
| Nonfiction read-alouds | * Paraphrase information in informational texts * Tie in to habitat or other science units * Help with animal research with buddy classes? * Use simplified citation format |
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| **By the end of this year, students should be able to…**  State some information from a read-aloud in their own words (3.2) | |
| **Assessment options**   * Verbal in-class or exit polling * Think-pair-share or similar strategy after a read-aloud | |

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| **Standard 4: Appreciates literature and is a competent and self-motivated reader, library user and information seeker.** | |
| Benchmarks | |
| 1. Understands library circulation procedures, how to care for and return borrowed resources. 2. Begin to understand the purposes and missions of the school library and the public library. 3. Verbalize and articulate information needs (participate in a reference interview). 4. Begin to use library class to read, explore, ask, and answer questions. 5. Ask questions about stories to clarify understanding and comprehension. 6. Use a variety of methods and select appropriate (content and level) resources. 7. Begin to independently read, listen, and view a variety of literary genres, authors, and illustrators. 8. Begin to see connections and draw conclusions between and among reading, listening, and viewing experiences. 9. Begin to appreciate similarities and differences between peoples of the world through multicultural literature and study. 10. Begin to make personal connections, relate personal experiences to elements of literature, and verbalize empathy and compassion for story. 11. Understand the history and purposes of “awards of excellence” in literature and media. 12. With assistance, analyze illustrations and contextual clues to make predictions about story content and create meaning from literature. 13. With assistance, analyze picture book title pages, dedications, endpapers, and covers in order to create meaning. 14. Understand story structure (beginnings, middles, ends) and story elements (character, setting, main theme, conflict, climax, cause and effect, point of view, etc.) and practice summarizing the elements for the purpose of retelling a story. | |
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| **Current projects: Kindergarten** | **Expansion: Kindergarten** |
| * Visit from public librarians * Read-alouds from different genres, authors, illustrators, and areas of the world * Read-alouds that won the Caldecott Medal * Book selection | * Forming and supporting opinions (example from the Common Core: Explore a number of books by a favorite author and express opinions about them; State an opinion or preference about a topic or book such as “My favorite book is…”.) * Focus on questioning (ask and answer questions about a topic when given sources) |
| **Common Core tie-in:** CC.K.R.F.4, CC.K.R.I.1, CC.K.R.I.2, CC.K.R.I.7, CC.K.R.L.2, CC.K.R.L.3, CC.K.R.L.5, CC.K.R.L.7, CC.K.R.F.4, CC.K.R.I.1, CC.K.R.I.2, CC.K.R.I.3, CC.K.R.I.7, CC.K.R.L.9, CC.K.SL.2, CC.K.SL.3, CC.K.W.1 | |
| **By the end of this year, students should be able to…**   * Check out and return books in good condition to the library (4.1) * Ask for help in selecting books to check out (4.3) * Share what they notice about book covers and endpapers (4.13) * Give one way that the school library and public library are similar or different (4.2) * Ask questions about read-alouds or library activities (4.4) | |
| **Assessment options:**   * Thinking Maps or other graphic organizers to show connections * Writing or drawing a picture to share what they noticed about book covers and endpapers or to make connections between various sources * Circulation statistics * Verbal polling | |

**First Grade**

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| **Standard 1: Accesses information efficiently, resourcefully, and proficiently** | |
| Benchmarks | |
| * 1. Begin to understand and apply knowledge of alphabetical arrangement.   2. Begin to understand that fiction books are grouped by author’s last name and non-fiction books are grouped by subject and arranged in a numerical sequence (Dewey Decimal System).   3. Identify the various parts of a book: the cover, spine, spine label, title page, verso, table of contents, glossary, index and the body of a book.   4. With assistance, locate books on library shelves and browse to find books for pleasure reading and information needs.   5. Begin to understand that an online catalog is a searchable database that helps identify the location of resources in the library.   6. With assistance, use computer bookmarks to access the school library website online catalog.   7. Listen for oral and visual cues to gain knowledge; share knowledge and reading /information gathering experiences with others.   8. Begin to understand the relevancy of data and information in relation to the questions being asked.   9. Begin to use higher-order thinking skills (Bloom’s Taxonomy) to compare and contrast different sources.   10. Begin to use simple note-taking techniques to identify keywords and concepts.   11. Begin to understand how to work independently and in small groups to share data, information, and learning. | |
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| **Current projects: First Grade** | **Expansion: First Grade** |
| * Read-alouds * Group book reviews * Large group instruction using a variety of information sources (for example, San Diego Zoo website, author websites) * Book selection * Using the catalog with adult help * Comparing and contrasting fiction books * Author studies * Bird alphabet on VoiceThread | * Closer tie-in to bird unit? * Tie in to persuasive writing unit * Tie in to informational text unit in January and February * Note-taking * Comparing and contrasting nonfiction sources * Small-group projects |
| **Common Core tie-in:** CC.1.R.I.8, CC.1.R.I.9, CC.1.SL.1 | |
| **By the end of this year, students should be able to…**   * Identify the parts of a book (1.3) * Be more independent in locating books for pleasure reading and information needs (1.4) * Begin to understand that nonfiction books are grouped by subject (for example, looking in the “shark section” for books about sharks) (1.2) * Work independently or in small groups to share knowledge that they have gained in class (1.7, 1.11) * Compare and contrast different sources with help (1.9) | |
| **Assessment options:**   * Thinking Maps * Exit tickets * Polling or small group work during class * Book selection * SmartBoard or other game * Projects | |

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| **Standard 2: Evaluates and uses data and information to create knowledge—critically and competently** | |
| Benchmarks | |
| 1. Distinguish between fiction and non-fiction resources. 2. With assistance, use and understand the differences among a variety of information resources to answer questions, including encyclopedias, atlases, thesauri, and almanacs, search engines, websites, databases, and dictionaries (both print and online). 3. Begin to develop essential questions, infer meaning, and predict outcomes in both fact and fiction resources. 4. Understand the role of author, illustrator, publisher, and copyright. 5. Begin to understand the concept of authorship as it applies to websites and other media formats. 6. Begin to self-reflect and assess learning with tools including rubrics. 7. With assistance, compare similar information from a website and a book. 8. Begin to use many different resources in a variety of formats – print, media, electronic – to find data and information, and to answer questions. | |
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| **Current projects: First Grade** | **Expansion: First Grade** |
| * Read-alouds highlighting different authors and illustrators, including author studies * Highlighting authors of websites; beginning website evaluation * Using multiple sources to gain information on the same topic | * Questioning * Self-reflection * Tying the use of multiple sources and comparing information to curricular topics |
| **Common Core tie-in: Common Core tie-in:** CC.1.R.I.5,CC.1.R.L.5, CC.1.W.7 | |
| **By the end of this year, students should be able to…**   * Define fiction and nonfiction and explain reasons for their choice (2.1) * Define the roles of authors and illustrators and explain what copyright date is (2.4) * Know that websites and other media formats have authors, even if those authors are organizations (2.5) * Make predictions and inferences about fiction resources (2.3) * Be familiar with several sources of information (books, websites, databases, etc.) (2.2, 2.8) | |
| **Assessment options:**   * Rubrics * Thinking Maps * Cumulative projects * SmartBoard assessments * Exit tickets * Verbal polling during class | |

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| **Standard 3: Understands and uses data and information ethically and legally.** | |
| Benchmarks | |
| 1. Begin to understand and abide by the computer Acceptable Use Policy and practice Internet safety and etiquette. 2. Begin to understand the concept of plagiarism and with assistance, practice verbally paraphrasing data and information found in resources. 3. Begin to understand the concept of intellectual property (copyright) as it applies to print and electronic resources. 4. With assistance, construct simple citations of resources. | |
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| **Current projects: First Grade** | **Expansion: First Grade** |
| * Basic Internet safety: Talking about why websites viewed in class have a reliable author * Viewing various print and digital resources and indicating the authors * Introductory paraphrasing | * Expand Internet safety * Citations |
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| **By the end of this year, students should be able to…**   * Explain that sources of all formats have authors (3.3) * Paraphrase data from a resource shown in class (3.2) * Begin to understand that some websites are more reliable than others (3.1) | |
| **Assessment options:**   * Verbal polling * Exit tickets / pictures | |

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| **Standard 4: Appreciates literature and is a competent and self-motivated reader, library user and information seeker.** | |
| Benchmarks | |
| 1. Understands library circulation procedures, how to care for and return borrowed resources. 2. Begin to understand the purposes and missions of the school library and the public library. 3. Verbalize and articulate information needs (participate in a reference interview). 4. Begin to use library class to read, explore, ask, and answer questions. 5. Ask questions about stories to clarify understanding and comprehension. 6. Use a variety of methods and select appropriate (content and level) resources. 7. Begin to independently read, listen, and view a variety of literary genres, authors, and illustrators. 8. Begin to see connections and draw conclusions between and among reading, listening, and viewing experiences. 9. Begin to appreciate similarities and differences between peoples of the world through multicultural literature and study. 10. Begin to make personal connections, relate personal experiences to elements of literature, and verbalize empathy and compassion for story. 11. Understand the history and purposes of “awards of excellence” in literature and media. 12. With assistance, analyze illustrations and contextual clues to make predictions about story content and create meaning from literature. 13. With assistance, analyze picture book title pages, dedications, endpapers, and covers in order to create meaning. 14. Understand story structure (beginnings, middles, ends) and story elements (character, setting, main theme, conflict, climax, cause and effect, point of view, etc.) and practice summarizing the elements for the purpose of retelling a story. | |
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| **Current projects: First Grade** | **Expansion: First Grade** |
| * Book selection * Public library visitors * Read-alouds * Trickster tales * Designing new covers for a book | * Tie in to Common Core standards for questioning and stating opinions (ex. CC.1.W.1-2) * Tie in to literacy units * Using digital tools to share projects (tie in to CC.1.W.6) |
| **Common Core tie-in:** CC.1.R.F.4, CC.1.R.I.1, CC.1.R.I.2, CC.2.R.I.3, CC.2.R.I.4, CC.1.R.I.7, CC.1.R.I.10, CC.R.L.1, CC.1.R.L.2, CC.1.R.L.3, CC.1.R.L.7, CC.1.R.L.10, CC.1.SL.1.c, CC.1.SL.2, CC.1.SL.3 | |
| **By the end of this year, students should be able to…**   * Give a basic reason why the Caldecott Medal is given (4.11) * State an opinion or connection about a read-aloud (4.10) * Ask for help in finding a specific book in the library (4.3) * Compare and contrast the public library and the school library (4.2) * Check out and return books following established library procedures (4.1) * See similarities between cultures through their trickster characters (4.8, 4.9) * With help, compare and contrast information from different sources (ex. author study, books on a theme, nonfiction information) (4.8) * Retell stories and act them out with minimal prompting (4.14) * Analyze illustrations and parts of a book to make predictions and inferences and create meaning (4.11, 4.12) | |
| **Assessment options:**   * Projects * Participation in class * Visits to the public library * Book check-outs | |

**Second Grade**

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| **Standard 1:** Accesses information efficiently, resourcefully, and proficiently | |
| Benchmarks | |
| * 1. Begin to understand and apply knowledge of alphabetical arrangement.   2. Begin to understand that fiction books are grouped by author’s last name and non-fiction books are groups by subject and arranged in a numerical sequence (Dewey Decimal System).   3. Identify the various parts of a book: the cover, spine, spine label, title page, verso, table of contents, glossary, index and the body of a book.   4. With assistance, locate books on library shelves and browse to find books for pleasure reading and information needs.   5. Begin to understand that an online catalog is a searchable database that helps identify the location of resources in the library.   6. With assistance, use computer bookmarks to access the school library website online catalog.   7. Listen for oral and visual cues to gain knowledge; share knowledge and reading /information gathering experiences with others.   8. Begin to understand the relevancy of data and information in relation to the questions being asked.   9. Begin to use higher-order thinking skills (Bloom’s Taxonomy) to compare and contrast different sources.   10. Begin to use simple note-taking techniques to identify keywords and concepts.   11. Begin to understand how to work independently and in small groups to share data, information, and learning. | |
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| **Current projects: Second Grade** | **Expansion: Second Grade** |
| * Lessons on how to use the catalog and how books are shelved | * Analyzing the purpose of a text and the author’s purpose (tie in to CC.2.R.I.6) and describing specific points the author makes (CC.2.R.I.8) |
| **Common Core tie-in:** CC.2.R.I.5, CC.2.R.I.7, CC.2.R.I.8 | |
| **By the end of this year, students should be able to…**   * Locate a fiction book in the catalog and find it on the shelf (1.1, 1.2, 1.4, 1.6) * Locate a nonfiction book in the catalog and with assistance, find it on the shelf (1.2, 1.4, 1.6) * Take notes to record information on a general topic (1.10) * Identify the various parts of a book (1.3) * Identify basic nonfiction conventions (including glossary and index) (1.3) * Work independently or in small groups to share knowledge that they have gained in class (1.7, 1.11) * Compare and contrast different sources with help (1.9) | |
| **Assessment options:**   * Exit tickets * Note sheets * SmartBoard lessons * Projects * Thinking Maps | |

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| **Standard 2: Evaluates and uses data and information to create knowledge—critically and competently** | |
| Benchmarks | |
| 1. Distinguish between fiction and non-fiction resources. 2. With assistance, use and understand the differences among a variety of information resources to answer questions, including encyclopedias, atlases, thesauri, and almanacs, search engines, websites, databases, and dictionaries (both print and online). 3. Begin to develop essential questions, infer meaning, and predict outcomes in both fact and fiction resources. 4. Understand the role of author, illustrator, publisher, and copyright. 5. Begin to understand the concept of authorship as it applies to websites and other media formats. 6. Begin to self-reflect and assess learning with tools including rubrics. 7. With assistance, compare similar information from a website and a book. 8. Begin to use many different resources in a variety of formats – print, media, electronic – to find data and information, and to answer questions. | |
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| **Current projects: Second Grade** | **Expansion: Second Grade** |
| * Database unit (Pebble Go) and nonfiction features * Basic online safety * Read-alouds | * Work with second grade teachers on note-taking and research process, including bibliography * Research project in January and February * Expanded online safety * New Social Studies units? * Questioning |
| **Common Core tie-in:** CC.2.L.2.e, CC.2.L.4.e, CC.2.W.8 | |
| **By the end of this year, students should be able to…**   * Use at least one database proficiently (2.2, 2.8) * Give several reasons why a database is a good source of information (2.5, 2.8) * State several ways to stay safe online (2.2) * Compare information on the same topic from a website, database, and book (with assistance) (2.7) | |
| **Assessment options:**   * Online safety games * Clickers * Thinking Maps * Exit tickets | |

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| **Standard 3: Understands and uses data and information ethically and legally.** | |
| Benchmarks | |
| 1. Begin to understand and abide by the computer Acceptable Use Policy and practice Internet safety and etiquette. 2. Begin to understand the concept of plagiarism and with assistance, practice verbally paraphrasing data and information found in resources. 3. Begin to understand the concept of intellectual property (copyright) as it applies to print and electronic resources. 4. With assistance, construct simple citations of resources. | |
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| **Current projects: Second Grade** | **Expansion: Second Grade** |
| * Online safety unit * Animal research | * Citations during animal research * Research project in January and February * Internet safety expansion |
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| **By the end of this year, students should be able to…**   * Understand the AUP and follow it (3.1) * State several ways to stay safe online (3.1) * Paraphrase information found in a resource (3.2) * Give a reason it is important to paraphrase (3.2, 3.3) * Create simple citations of resources (3.4) | |
| **Assessment options:**   * Exit tickets * Online safety games * Clickers | |

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| **Standard 4: Appreciates literature and is a competent and self-motivated reader, library user and information seeker.** | |
| Benchmarks | |
| 1. Understands library circulation procedures, how to care for and return borrowed resources. 2. Begin to understand the purposes and missions of the school library and the public library. 3. Verbalize and articulate information needs (participate in a reference interview). 4. Begin to use library class to read, explore, ask, and answer questions. 5. Ask questions about stories to clarify understanding and comprehension. 6. Use a variety of methods and select appropriate (content and level) resources. 7. Begin to independently read, listen, and view a variety of literary genres, authors, and illustrators. 8. Begin to see connections and draw conclusions between and among reading, listening, and viewing experiences. 9. Begin to appreciate similarities and differences between peoples of the world through multicultural literature and study. 10. Begin to make personal connections, relate personal experiences to elements of literature, and verbalize empathy and compassion for story. 11. Understand the history and purposes of “awards of excellence” in literature and media. 12. With assistance, analyze illustrations and contextual clues to make predictions about story content and create meaning from literature. 13. With assistance, analyze picture book title pages, dedications, endpapers, and covers in order to create meaning. 14. Understand story structure (beginnings, middles, ends) and story elements (character, setting, main theme, conflict, climax, cause and effect, point of view, etc.) and practice summarizing the elements for the purpose of retelling a story. | |
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| **Current projects: Second Grade** | **Expansion: Second Grade** |
| * Caldecott unit * Read-alouds * Book selection * Folktale unit * Public library card * Musical books * Genre studies * Book reviews | * Tie into literacy work: * Opinions in November and December * Research project in January and February * Genre study: Fables in March * Demonstrate understanding of details in a text (CC.2.R.I.1) * Analyze images and illustrations in texts (CC.2.R.I.7) * Readers’ theater (CC.2.R.L.6 and fluency) * Use technology to present stories or poems (CC.2.SL.5) * Book reviews or other opinion pieces (CC.2.W.1-2) |
| **Common Core tie-in:** CC.2.R.F.4.a, CC.2.R.I.1, CC.2.R.I.3, CC.2.R.I.7, CC.2.R.F.4.a, CC.2.R.I.9, CC.2.R.I.10, CC.2.R.L.2, CC.2.R.L.7, CC.2.R.L.9, CC.2.R.L.10, CC.2.SL.1.c, CC.2.SL.2, CC.2.SL.3 | |
| **By the end of this year, students should be able to…**   * State the purpose of the Caldecott and other literary awards (4.11) * Analyze illustrations and parts of a book in order to understand the story, make predictions, and create meaning (4.12, 4.13) * Retell and act out a story, including folktales from around the world (4.9, 4.14) | |
| **Assessment options:**   * Observation * Exit tickets * Clickers * Group work * Book selection | |

**Third Grade**

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| **Standard 1:** Accesses information efficiently, resourcefully, and proficiently | |
| Benchmarks | |
| * 1. Understand and apply knowledge of alphabetical and Dewey Decimal System arrangement to locate books, e.g. fiction is first arranged by author's last name and then by title; non-fiction and arranged by author's last name.   2. Understand that biographies are grouped as non-fiction and arranged by subject's last name.   3. Independently use the organizational tools (alphabetical sequence, Dewey Decimal System) to locate and browse the shelves for personal interest and assignments.   4. Understand and independently use an online catalog as a searchable database that shows the organization of materials located in the library by title, author, subject, or keyword.   5. Begin to understand the concept of inter-library loan, and use online library catalogs outside of the school library to find and evaluate websites and to answer questions.   6. Begin to use navigational tools (on electronic encyclopedias, databases, and websites) to find and extract relevant data and information to create knowledge.   7. Independently practice formulating keywords and phrases, note-taking, and constructing efficient search strategies. | |
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| **Current projects: Third Grade** | **Expansion: Third Grade** |
| * Book selection * Databases | * Website literacy * Note-taking * Tie to insect research? * Biography project? |
| **Common Core tie-in:** CC.3.W.7, CC.3.W.8, CC.3.R.I.5 | |
| **By the end of this year, students should be able to…**   * Find fiction books in the catalog and locate them on the shelves (1.1, 1.3, 1.4, 1.7) * Find nonfiction books in the catalog and locate them on the shelves with assistance (1.1, 1.3, 1.4) * Use several databases to which the library has access and explain why they are good sources (1.6, 1.7) * Define “keyword” and give an example of an appropriate keyword for a search (1.7) | |
| **Assessment options**:   * Book selection * Observation during book selection * Observation during database use * Database statistics * Games such as library basketball | |

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| **Standard 2: Evaluates and uses data and information to create knowledge—critically and competently** | |
| Benchmarks | |
| 1. Begin to understand that online catalogs provide bibliographic information about sources. 2. Begin to evaluate online and print advertising to search for meaning and understand intent. 3. Recognize ambiguity, misinformation, disinformation, and propaganda in resources. 4. Distinguish between fact and opinion. 5. Practice the selection and use of appropriate information sources to answer questions, including print and online encyclopedias, atlases, thesauri, almanacs, dictionaries, and websites. 6. Understand the differences between search engines, websites, and databases. 7. Begin to understand the concept of authority and peer review as it applies to the validity of information found on websites and databases. 8. Begin to independently compare similar information found on websites, in print and other media sources. 9. Begin to understand the concept of primary source resources. 10. Begin to understand and independently create essential questions as the basis for beginning a research project. 11. Begin to understand the concept of forming a focus as a way to narrow the topic of a research project. 12. Works independently and as a partner or group member to obtain and discuss/report on relevant data and information. 13. Develop the ability to predict, analyze, and paraphrase data and information. 14. Evaluate one's own work in terms of process and product using rubrics or reflection; offer constructive suggestions and comments for improvements. | |
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| **Current projects: Third Grade** | **Expansion: Third Grade** |
| * Media literacy * Fact vs. opinion * Databases * Introduction to various sources * Nonfiction features and finding data in information books | * Boston and Massachusetts research: New social studies curriculum * Genre study: Informational reading in November * Insect or science research * Questioning * Organize information logically |
| **Common Core tie-in:** CC.2.L.2.g,CC.3.W.7, CC.3.W.8, CC.3.SL.1.d, CC.3.R.I.6, CC.3.R.I.9, CC.3.R.L.9, CC.3.W.1 | |
| **By the end of this year, students should be able to…**   * Define “fact” and “opinion” and give examples of each (2.4) * Locate facts and opinions in advertising (2.3) * State several reasons why information on the Internet may or may not be reliable (2.6, 2.7) * State several reasons why a database contains reliable information (2.6, 2.7) * With help, compare information from a database and a website or other sources of information (2.8) * Paraphrase information and state why it is important to do so (2.13) * Work in a group to do a project and report on what they have learned (2.12) | |
| **Assessment options**:   * Exit tickets * Clickers * Review games * Required elements of reports and research | |

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| **Standard 3: Understands and uses data and information ethically and legally.** | |
| Benchmarks | |
| 1. Understand and abide by the computer Acceptable Use Policy and practice Internet safety and etiquette. 2. Begin to understand the concept of common knowledge and plagiarism. 3. Begin to learn how to skim and scan information sources in order to extract relevant information by paraphrasing. 4. Understand the concept of copyright (intellectual property) as it applies to print, media, and electronic resources. 5. Use an accepted bibliographic format to cite books, encyclopedias, websites, online databases, media, periodicals, and images. | |
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| **Current projects: Third Grade** | **Expansion: Third Grade** |
| * AUP introduction * Media literacy * Internet safety * Nonfiction conventions | Work more closely with teachers on bibliography during research projects |
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| **By the end of this year, students should be able to…**   * State the general guidelines of the AUP (3.1) * State several ways to stay safe online (3.1) * Paraphrase information (3.3) * Use headlines and nonfiction conventions to help locate information efficiently (3.3) | |
| **Assessment options** | |

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| **Standard 4: Appreciates literature and is a competent and self-motivated reader, library user and information seeker.** | |
| Benchmarks | |
| 1. Independently follow library procedures and demonstrate proper care for borrowed materials. 2. Begin to utilize the school librarian and others as information sources. 3. Consistently use library class to read, explore, ask, and answer questions. 4. Consistently select and read materials of appropriate interest and reading level. 5. Participate actively in discussions about literature, information resources, and in other library class instruction. 6. Understand the distinguishing elements of story genres, including mystery, adventure, historical fiction, realistic fiction, science fiction, fantasy, and graphic novels. 7. Understand subject classification of biographies, poetry, folk and fairy tales. 8. Analyze illustrations, images, and context clues to make and check predictions about story content. 9. Further demonstrate the ability to summarize story elements for the purpose of retelling a story. 10. Develop a presentation or report keeping the audience and purpose in mind. 11. Identify unique styles of various authors and illustrators. | |
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| **Current projects: Third Grade** | **Expansion: Third Grade** |
| * Author and/or genre studies * Book selection * Read-alouds * Fairy tales * Book reviews | * Fiction writing (literacy work) in May and June * Fairy tales (tie to literacy curriculum) in January * Describe characters in a story (tie in to CC.2.R.L.3) * Tell a story or give a report and include relevant facts and details; use good presentation skills (tie in to CC.3.SL.4) * Create audio recordings of stories or poems; use technology to present stories or poems (tie in to CC.3.SL.5) |
| **Common Core tie-in:** CC.3.R.F.4, CC.3.R.I.1, CC.3.R.I.7, CC.3.R.L.1, CC.3.R.L.2, CC.3.R.L.3, CC.3.R.L.9, CC.3.R.L.10, CC.3.SL.1.c, CC.3.SL.2 | |
| **By the end of this year, students should be able to…**   * Follow library procedures and care for library materials (4.1) * Select and check out materials of appropriate reading and interest levels (4.4) * Participate actively in library lessons (4.5) * Make relevant predictions and retell a story (4.8, 4.9) | |
| **Assessment options:**   * Library basketball or other review games * Exit tickets * Clickers * Book selections * In-class assessment | |

**Fourth Grade**

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| **Standard 1:** Accesses information efficiently, resourcefully, and proficiently | |
| Benchmarks | |
| * 1. Understand and apply knowledge of alphabetical and Dewey Decimal System arrangement to locate books, e.g. fiction is first arranged by author's last name and then by title; non-fiction and arranged by author's last name.   2. Understand that biographies are grouped as non-fiction and arranged by subject's last name.   3. Independently use the organizational tools (alphabetical sequence, Dewey Decimal System) to locate and browse the shelves for personal interest and assignments.   4. Understand and independently use an online catalog as a searchable database that shows the organization of materials located in the library by title, author, subject, or keyword.   5. Begin to understand the concept of inter-library loan, and use online library catalogs outside of the school library to find and evaluate websites and to answer questions.   6. Begin to use navigational tools (electronic encyclopedias, databases, and websites) to find and extract relevant data and information to create knowledge.   7. Independently practice formulating keywords and phrases, note-taking, and constructing efficient search strategies. | |
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| **Current projects: Fourth Grade** | **Expansion: Fourth Grade** |
| * Biography unit * Databases * State research * How search engines work * Introduction to public library resources * Book selection | Biography genre study: Literacy work in November |
| **Common Core tie-in:** CC.4.W.7, CC.4.W.8, CC.4.W.9 | |
| **By the end of this year, students should be able to…**   * Find fiction and nonfiction books in the catalog and locate them on the shelves (1.1, 1.3, 1.4, 1.7) * Use several databases to which the library has access and explain why they are good sources (1.6, 1.7) * Define “keyword” and give an example of an appropriate keyword for a search (1.7) * Find a biography on the shelf (1.2) * Use relevant keywords to find information in databases and on the Internet (1.7) * Use navigational tools to find relevant data in digital resources (1.6) * Take notes that highlight important and relevant information (1.7) | |
| **Assessment options:**   * Library basketball or other review games * Exit tickets * Clickers * In-class assessment * Book selection | |

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| **Standard 2: Evaluates and uses data and information to create knowledge—critically and competently** | |
| Benchmarks | |
| 1. Begin to understand that online catalogs provide bibliographic information about sources. 2. Begin to evaluate online and print advertising to search for meaning and understand intent. 3. Recognize ambiguity, misinformation, disinformation, and propaganda in resources. 4. Distinguish between fact and opinion. 5. Practice the selection and use of appropriate information sources to answer questions, including print and online encyclopedias, atlases, thesauri, almanacs, dictionaries, and websites. 6. Understand the differences between search engines, websites, and databases. 7. Begin to understand the concept of authority and peer review as it applies to the validity of information found on websites and databases. 8. Begin to independently compare similar information found on websites, in print and other media sources. 9. Begin to understand the concept of primary source resources. 10. Begin to understand and independently create essential questions as the basis for beginning a research project. 11. Begin to understand the concept of forming a focus as a way to narrow the topic of a research project. 12. Works independently and as a partner or group member to obtain and discuss/report on relevant data and information. 13. Develop the ability to predict, analyze, and paraphrase data and information. 14. Evaluate one's own work in terms of process and product using rubrics or reflection; offer constructive suggestions and comments for improvements. | |
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| **Current projects: Fourth Grade** | **Expansion: Fourth Grade** |
| * Source comparison rubric * Primary sources * Advertising and media literacy | * Developing questions and forming a focus for state reports and other projects * Online safety and advertising * Comparing and synthesizing information from multiple sources on the same topic (CC.4.R.I.9) |
| **Common Core tie-in:** CC.4.W.7, CC.4.W.8, CC.4.W.9, CC.4.R.I.6, CC.4.R.I.9 | |
| **By the end of this year, students should be able to…**   * Define “primary source” and give an example (2.9) * Give several ways to tell if information is reliable (2.7, 2.3, 2.6) * Define “fact” and “opinion” and give examples of each (2.4) * State several reasons why a database contains reliable information (2.6, 2.7) * Compare information from a database and a website or other sources of information (2.8) * Paraphrase information and state why it is important to do so (2.13) * Locate facts and opinions in advertising and state how the information affects the ad’s intent and bias (2.2, 2.3) * Work with a group to do a project and report on what they have learned (2.12) * Choose appropriate resources for information needs (with help) (2.5) | |
| **Assessment options:**   * Library basketball or other review games * Exit tickets * Clickers * In-class assessment * Projects | |

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| **Standard 3: Understands and uses data and information ethically and legally.** | |
| Benchmarks | |
| 1. Understand and abide by the computer Acceptable Use Policy and practice Internet safety and etiquette. 2. Begin to understand the concept of common knowledge and plagiarism. 3. Begin to learn how to skim and scan information sources in order to extract relevant information by paraphrasing. 4. Understand the concept of copyright (intellectual property) as it applies to print, media, and electronic resources. 5. Use an accepted bibliographic format to cite books, encyclopedias, websites, online databases, media, periodicals, and images. | |
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| **Current projects: Fourth Grade** | **Expansion: Fourth Grade** |
| * Nonfiction conventions in print and online * AUP lesson * Internet safety / tone / cyberbullying * NoodleTools | * Informational text unit in December * Required bibliographies for reports * NoodleTools: Introduce to teachers and tie more closely with research projects * Collaborate and use technology to publish writing (tie in to CC.4.W.6) |
| **Common Core tie-in:** CC.4.W.7, CC.4.W.8, CC.4.W.9, CC.4.SL.2 | |
| **By the end of this year, students should be able to…**   * Recognize the purpose of nonfiction conventions and use them to help find information expediently (3.3) * Define “plagiarism” and give reasons it is important not to plagiarize (3.2, 3.4) * State several ways to stay safe online (3.1) * Include a bibliography with projects (3.5) * Follow the AUP (3.1) * Use NoodleTools with help (3.5) | |
| **Assessment options:**   * Bibliographies included with projects * Clickers * Exit tickets * Paraphrasing in projects | |

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| **Standard 4: Appreciates literature and is a competent and self-motivated reader, library user and information seeker.** | |
| Benchmarks | |
| 1. Independently follow library procedures and demonstrate proper care for borrowed materials. 2. Begin to utilize the school librarian and others as information sources. 3. Consistently use library class to read, explore, ask, and answer questions. 4. Consistently select and read materials of appropriate interest and reading level. 5. Participate actively in discussions about literature, information resources, and in other library class instruction. 6. Understand the distinguishing elements of story genres, including mystery, adventure, historical fiction, realistic fiction, science fiction, fantasy, and graphic novels. 7. Understand subject classification of biographies, poetry, folk and fairy tales. 8. Analyze illustrations, images, and context clues to make and check predictions about story content. 9. Further demonstrate the ability to summarize story elements for the purpose of retelling a story. 10. Develop a presentation or report keeping the audience and purpose in mind. 11. Identify unique styles of various authors and illustrators. | |
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| **Current projects: Fourth Grade** | **Expansion: Fourth Grade** |
| * Book selection * Author/genre studies * Poetry * State research * Organizing information | * Poetry literacy unit * Readers’ theater * Describing story elements in depth (tie in to CC.4.R.L.3) * Write opinion pieces and reviews; use technology to publish (tie in to CC.4.W.1 and CC.4.W.4) |
| **Common Core tie-in:** CC.4.R.I.2, CC.4.R.I.7, CC.4.R.L.2, CC.4.R.L.7, CC.4.R.L.9, CC.4.R.L.10, CC.4.W.1, CC.4.SL.1.c | |
| **By the end of this year, students should be able to…**   * Follow library procedures and care for library materials (4.1) * Explore areas of interest using library resources (4.2, 4.3, 4.5) * State characteristics of various genres (4.6) * Select and check out materials of appropriate reading and interest levels (4.4) * Participate actively in library lessons (4.5) * Make relevant predictions and retell a story (4.8, 4.9) * Consider the audience of a presentation or report (4.10) | |
| **Assessment options:**   * Library basketball or other review games * Exit tickets * Clickers * Book selections * In-class assessment | |

**Fifth Grade**

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| **Standard 1:** Accesses information efficiently, resourcefully, and proficiently | |
| Benchmarks | |
| * 1. Understand and apply knowledge of alphabetical and Dewey Decimal System arrangement to locate books, e.g. fiction is first arranged by author's last name and then by title; non-fiction and arranged by author's last name.   2. Understand that biographies are grouped as non-fiction and arranged by subject's last name.   3. Independently use the organizational tools (alphabetical sequence, Dewey Decimal System) to locate and browse the shelves for personal interest and assignments.   4. Understand and independently use an online catalog as a searchable database that shows the organization of materials located in the library by title, author, subject, or keyword.   5. Begin to understand the concept of inter-library loan, and use online library catalogs outside of the school library to find and evaluate websites and to answer questions.   6. Begin to use navigational tools (electronic encyclopedias, databases, and websites) to find and extract relevant data and information to create knowledge.   7. Independently practice formulating keywords and phrases, note-taking, and constructing efficient search strategies. | |
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| **Current projects: Fifth Grade** | **Expansion: Fifth Grade** |
| * iPad apps * Egypt * China | * iPad apps * Reference sources online / alternatives to Google * Efficient searches * Efficiently extracting information |
| **Common Core tie-in:** CC.5.W.7, CC.5.W.8, CC.5.W.9, CC.5.R.I.7 | |
| **By the end of this year, students should be able to…**   * Find fiction and nonfiction books in the catalog and locate them on the shelves (1.1, 1.3, 1.4, 1.7) * Use several databases to which the library has access and explain why they are good sources (1.6, 1.7) * Use relevant keywords to find information in databases and on the Internet (1.7) * Use navigational tools to find relevant data in digital resources (1.6) * Take notes that highlight important and relevant information (1.7) | |
| **Assessment options:**   * Library basketball or other review games * Exit tickets * Clickers * In-class assessment * Book selection | |

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| **Standard 2: Evaluates and uses data and information to create knowledge—critically and competently** | |
| Benchmarks | |
| 1. Begin to understand that online catalogs provide bibliographic information about sources. 2. Begin to evaluate online and print advertising to search for meaning and understand intent. 3. Recognize ambiguity, misinformation, disinformation, and propaganda in resources. 4. Distinguish between fact and opinion. 5. Practice the selection and use of appropriate information sources to answer questions, including print and online encyclopedias, atlases, thesauri, almanacs, dictionaries, and websites. 6. Understand the differences between search engines, websites, and databases. 7. Begin to understand the concept of authority and peer review as it applies to the validity of information found on websites and databases. 8. Begin to independently compare similar information found on websites, in print and other media sources. 9. Begin to understand the concept of primary source resources. 10. Begin to understand and independently create essential questions as the basis for beginning a research project. 11. Begin to understand the concept of forming a focus as a way to narrow the topic of a research project. 12. Works independently and as a partner or group member to obtain and discuss/report on relevant data and information. 13. Develop the ability to predict, analyze, and paraphrase data and information. 14. Evaluate one's own work in terms of process and product using rubrics or reflection; offer constructive suggestions and comments for improvements. | |
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| **Current projects: Fifth Grade** | **Expansion: Fifth Grade** |
| * Egypt * China * Civilization project * Media literacy * Source comparison * Summarizing | * Media literacy * iPad apps * Questioning * Book reviews or other summarizing (tie in to CC.5.SL.2) |
| **Common Core tie-in:** CC.5.W.7, CC.5.W.8, CC.5.W.9, CC.5.R.I.3, CC.5.R.I.7, CC.5.R.I.9, CC.5.R.I.6, CC.5.SL.2 | |
| **By the end of this year, students should be able to…**   * Give several ways to tell if information is reliable (2.7, 2.3, 2.6) * Define “fact” and “opinion” and give examples of each (2.4) * State several reasons why a database contains reliable information (2.6, 2.7) * Compare information from a database and a website or other sources of information (2.8) * Paraphrase information and state why it is important to do so (2.13) * Locate facts and opinions in advertising and state how the information affects the ad’s intent and bias (2.2, 2.3) * Work with a group to do a project and report on what they have learned (2.12) * Choose appropriate resources for information needs (with help) (2.5) * With help, formulate a researchable question (2.10, 2.11) | |
| **Assessment options:**   * Library basketball or other review games * Exit tickets * Clickers * In-class assessment * Projects | |

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| **Standard 3: Understands and uses data and information ethically and legally.** | |
| Benchmarks | |
| 1. Understand and abide by the computer Acceptable Use Policy and practice Internet safety and etiquette. 2. Begin to understand the concept of common knowledge and plagiarism. 3. Begin to learn how to skim and scan information sources in order to extract relevant information by paraphrasing. 4. Understand the concept of copyright (intellectual property) as it applies to print, media, and electronic resources. 5. Use an accepted bibliographic format to cite books, encyclopedias, websites, online databases, media, periodicals, and images. | |
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| **Current projects: Fifth Grade** | **Expansion: Fifth Grade** |
| * Egypt and China research * Internet safety * iPad safety * NoodleTools | * Questioning * Creating websites * iPad apps * Online safety * NoodleTools: Professional development for teachers, expanded use for students * Quoting, paraphrasing, citing * Writing and sharing opinion pieces (tie in to CC.5.W.1) |
| **Common Core tie-in:** CC.5.W.7, CC.5.W.8, CC.5.W.9, CC.5.R.I.7 | |
| **By the end of this year, students should be able to…**   * Recognize the purpose of nonfiction conventions and use them to help find information expediently (3.3) * Define “plagiarism” and give reasons it is important not to plagiarize (3.2, 3.4) * State several ways to stay safe online (3.1) * State several ways to be a respectful digital citizen (3.1) * Include a bibliography with projects (3.5) * Follow the AUP (3.1) | |
| **Assessment options**   * Use of NoodleTools * Observation * Projects * Exit tickets * Online scenarios | |

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| **Standard 4: Appreciates literature and is a competent and self-motivated reader, library user and information seeker.** | |
| Benchmarks | |
| 1. Independently follow library procedures and demonstrate proper care for borrowed materials. 2. Begin to utilize the school librarian and others as information sources. 3. Consistently use library class to read, explore, ask, and answer questions. 4. Consistently select and read materials of appropriate interest and reading level. 5. Participate actively in discussions about literature, information resources, and in other library class instruction. 6. Understand the distinguishing elements of story genres, including mystery, adventure, historical fiction, realistic fiction, science fiction, fantasy, and graphic novels. 7. Understand subject classification of biographies, poetry, folk and fairy tales. 8. Analyze illustrations, images, and context clues to make and check predictions about story content. 9. Further demonstrate the ability to summarize story elements for the purpose of retelling a story. 10. Develop a presentation or report keeping the audience and purpose in mind. 11. Identify unique styles of various authors and illustrators. | |
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| **Current projects: Fifth Grade** | **Expansion: Fifth Grade** |
| * Book selection * Graphic novel unit * Read-alouds * Genre studies | * Historical fiction genre study * Myths genre study * Memoir genre study * Using iPads or other technology to share knowledge or stories (tie in to CC.5.SL.4) |
| **Common Core tie-in:** CC.5.W.2, CC.5.W.7, CC.5.W.8, CC.5.R.I.2, CC.5.R.I.7, CC.5.R.I.10, CC.5.R.F.4.a, CC.5.R.L.2, CC.5.R.L.9, CC.5.R.L.10, CC.5.SL.4, | |
| **By the end of this year, students should be able to…**   * Follow library procedures and care for library materials (4.1) * Explore areas of interest using library resources (4.2, 4.3, 4.5) * State characteristics of various genres (4.6) * Select and check out materials of appropriate reading and interest levels (4.4) * Participate actively in library lessons (4.5) * Make relevant predictions and retell a story (4.8, 4.9) * Consider the audience of a presentation or report (4.10) | |
| **Assessment options:**   * Library basketball or other review games * Exit tickets * Clickers * Book selections * In-class assessment | |